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ABSTRACT

The report describes a UNESCO (United Nations Educational, Scientific, and Cultural Organization) project in Tanzania which has the following objectives: establishment of seven educational assessment and resource centers for handicapped children; establishment of four units for deaf children in ordinary schools; implementation of three training seminars for assessment teachers; and implementation of a training seminar for teachers of the deaf. The report provides information on the project's background (the country currently provides services to less than 1% of its handicapped children); objectives, major activities; the workplan; operating conditions (major transportation problems and inflation); and the project's financial status. A description of three project seminars is provided. Appendixes list project consultants, the project implementation plan, and equipment. (DB)

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UNITED REPUBLIC OF TANZANIA

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Special Education in Tanzania

Project Findings and Recommendations

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Paris, 1988

UNITED REPUBLIC OF TANZANIA

SPECIAL EDUCATION IN TANZANIA

Project Findings and Recommendations

Report prepared for the Government
of the United Republic of Tanzania
by the United Nations Educational,
Scientific and Cultural Organization
(Unesco)

United Nations Educational,
Scientific and Cultural
Organization

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TERMINAL REPORT

I. INTRODUCTION

1. Special Education in Tanzania was a mini project implemented within the framework of the Unesco Sub-Regional Project for Special Education in Eastern and Southern Africa which is based in Nairobi, Kenya. The objectives of the sub-regional project are:

a) to train staff in special education who would form a nucleus of change agents for maximum multiplier effects, utilizing to the optimum level possible national and regional resources;

b) to establish a regular flow of information exchange through the quarterly Bulletin and the establishment and further development of sub-regional national and resource centres;

c) to prepare, reproduce and distribute information, curricular and teaching materials relevant to the sub-region;

d) to support the development of national special education projects and services and strengthen the national administrative infrastructure; and

e) to provide advisory and consultancy services for the development of special education services.

At the request of the United Republic of Tanzania, Unesco solicited funds in order to implement the last two objectives of the sub-regional project.

2. The implementation of the mini project in Tanzania on the establishment of educational assessment and resource centres and units for deaf children in ordinary schools was made possible through the financial contribution of CCFD (Comité Catholique contre la Faim et pour le Développement), France and DCA (Directorate of Development Cooperation and Humanitarian Aid), Switzerland.

Background

3. The United Republic of Tanzania had in 1986 five special primary schools for the deaf, three special and nineteen primary school units for the blind, two schools for the physically handicapped, two special schools and two units for mentally handicapped children. Blind students were also being integrated in four secondary schools.

4. Despite this development, the country, with an enrolment of about 1500, provides services to less than one per cent of its handicapped children. Of the four major categories of disability --visual, auditory, physical and mental-- blind and visually handicapped children have the largest number of recognized school places and the mentally handicapped the smallest.

5. The Government planned, therefore, to establish units and resource centres with a view to catering for more children. In addition, it sought to improve its special education placement services by setting up efficient assessment procedures.

6. Consequently, the Government submitted to Unesco a project proposal for funding within the framework of the already existing Unesco Sub-Regional Project.

Outline of official arrangement

7. The mini project for special education in Tanzania was funded by CCFD-France, and DCA-Switzerland with a contribution of US$44,776 and US$47,337 respectively. It was executed by Unesco through its Sub-Regional Project for Special Education in Eastern and Southern Africa based in Nairobi, Kenya.

8. The Unesco sub-regional project is staffed by one specialist in special education and one secretary. However, these staff members were assisted in the advisory and training activities by four external consultants and six key local resource persons. (They are listed in Annex I).

Objectives of the mini project

9. The objectives of the special education mini project for Tanzania were:

- to establish seven educational assessment and resource centres for handicapped children;
- to establish four units for deaf children in ordinary schools;
- to run three training seminars for assessment teachers; and
- to run a training seminar for teachers of the deaf.

The major activities described below are related to these objectives:

Major activities

The major activities since the mini project started in October 1986 were:

a) Advisory Services

b) Training seminars for assessment teachers as well as teachers of the deaf

c) Establishment of assessment and resource service

d) Renovation of buildings for units for deaf children.

II. RESULTS AND CONCLUSIONS

The workplan

10. The project's workplan between October 1986 and May 1987 consisted of:

a) Identification of assessment and resource centres

b) Identification of assessment and resource teachers

c) Identification of units for deaf children

d) Training and posting of 10 assessment and resource teachers

e) Development of family support and integration programmes

f) Educational assessment of handicapped children

g) Training and posting of teachers of the deaf (for units)

h) Construction of units for deaf children

i) Teaching of deaf children in units

j) Construction of assessment and resource centres

k) Project review and planning.

A copy of the implementation plan appears as Annex II to this report.

Operating conditions

11. The mini project in Tanzania was affected by problems of transportation which hit the country during the implementation period, inflation, the large sizes of some education zones and administrative bottlenecks. Tanzania was hit by a serious shortage of fuel which affected the volume of air, rail and road traffic. As a result, only about 50 per cent of the participants attended the first seminar on educational assessment held near the northern town of Arusha, 3-14 November 1986. The seminar for teachers of the deaf scheduled for 19-30 January 1987 was held for only one week (Week II) because by the first day of Week I only 25 per cent of the participants had arrived. This situation was very much regretted by the Ministry of Education and urgent measures had to be taken to bring the remaining participants so that by the weekend the stage had been set for a one-week seminar with long working hours and days.

12. Inflation has resulted in high construction costs. To partially offset this problem the consultant on educational assessment suggested that construction of assessment centres could be postponed until assessment and administrative procedures had been well established. The Ministry of Education also decided to renovate the available buildings at the four ordinary schools where units for deaf children are to be opened. The relative costs of renovation as compared to the original estimates for the four units for the deaf are as shown below.

Table 1: Shortfall in Construction/Renovation Budget

Name Unit for the Deaf	Original Estimate US$ (a)	Recent Estimates US$ (b)	Remarks/ Difference (b) - (a)
Kigwe Primary School, Dodoma	3,000	17,000	Local Government has contributed US$13,283; additional US$4.417 required
Temeke Primary School, Dar-es-Salaam	3,000	16,152	13,152
Itira Primary School, Mwanza	3,000	6,676	2,676
Pongwe Primary School, Tanga	3,000	63,117	60,117
TOTAL	12,000	102,645	80,362

Note: Rate of exchange used US$1.00 = TSh. 60.00.

13. The sizes and relative development of the seven education zones in Tanzania came to be considered an administrative problem if the assessment and resource centres were to be effective. The Southern Education Zone, made up of Ruvuma, Mtwara and Lindi regions is one of the largest zones and has the most serious transport and communication problems. It was, therefore, decided to set up two assessment centres in this zone. This consideration was a planning rather than an implementation problem. However, due to transport and other factors one zone, the Southern Highlands Zone, was not represented at any of the training seminars. As a result the assessment centre planned for that zone could not be established.

14. Primary education in Tanzania is decentralized because the primary schools are run by the regional (local) authorities. The teachers, too, are paid by these authorities. This makes it difficult to transfer teachers from one region to another unless these transfers are planned before the national budget. As it was not feasible to transfer teachers trained at the seminars, centres had to be established at the schools where the teachers came from. For this reason, despite the fact that one education zone could not establish its centre, ten educational assessment and resource centres have been established.

The mini project's financial status

15. As the mini project was being implemented by the Unesco Sub-Regional Project for Special Education in Eastern and Southern Africa, the planning and advisory missions of the project specialist from August 1986 were not being covered by the CCFD-DCA funds. Moreover, the Co-Action programme, through a contribution from the Unesco Centrum Nederland, provided US$5,000 towards the renovation of the units for deaf children.

16. It should be noted that the contribution of the Government was US$19,744 for training and US$13,283 for renovation of one unit for the deaf. No other contributions were made.

Strategy

17. The main strategy for assisting Tanzania was through advisory missions, staff training and procurement of equipment. The main activity of the mini project and their outcomes are briefly described below.

Planning and advisory activities

18. The project specialist made a four-day mission to Dar-es-Salaam to assist the Special Education Unit, Ministry of Education, in planning for the implementation of the mini project. The implementation plan (Annex II) was developed and the decision to establish eight instead of seven educational assessment centres for handicapped children was made during that mission.

19. The second advisory mission to Dar-es-Salaam was made by the project specialist and a consultant on educational assessment and resource service. Visits were made to special and ordinary schools in urban and rural areas in order to suggest the best conditions and locations for the planned assessment and resource centres as well as units for deaf children. The four-day mission was made from 28 October to 1 November 1986.

Staff Training

20. Although the original proposal envisaged the running of three two-week seminars for educational assessment and resource teachers and one two-week seminar for teachers of the deaf, the funds available could only cover two seminars on assessment and one on education of the deaf. These three seminars were implemented.

Seminar for Educational Assessment and Resource Teachers, Patandi Teacher Training College, Arusha, Tanzania, 3-14 November 1986

21. The two-week seminar was attended by eleven teachers (55% of those invited) from five out of the seven education zones. The two zones were not represented due to transport problems as stated earlier on. Six nurses from Mount Meru Regional Hospital and Arusha Municipal Council also attended the seminar, four on a full-time basis. One Ethiopian special education administrator (teacher training) also attended the seminar.

22. The objective of the seminar was to train teachers, health and social workers in assessment, parent guidance and production of test and teaching/learning materials. The rationale behind support services (resource teaching and peripatetic services) was also given. Specifically the following areas were covered:

a) Child development

b) Medical aspects of major types of disability (visual, hearing, physical and mental)

c) Orientation, demonstration and practice in administering screening tests (especially for children 6 months to 6 years)

d) Audiometric tests

e) Procedures for establishing units in ordinary schools

f) Peripatetic services

g) Parent guidance

h) Simple low cost teaching aids (group work)

i) Using results of assessment tests.

Seminar for Teachers of the Deaf, Mwanga School for the Deaf, 19-31 January 1987

23. Due to transport problems, this seminar was actually held for one week as stated above. it was attended by eight teachers of the deaf from three out of the four existing schools.

24. The objective of the seminar was to introduce the philosophy of Total Communication in Tanzania and to exchange ideas on effective establishment and organization of units for deaf children in ordinary schools. These areas were well covered during the one week. One external consultant and two local resource persons were involved in this training activity.

Second Seminar for Educational Assessment and Resource Teachers, Arusha Technical College, Arusha, 30 March - 10 April 1987

25. This seminar was intended to consolidate or firm up the skills learned during the first seminar and to build on them. Practical work in assessment of children and making teaching materials was carried out. Reports from the assessment centres which were already operational were presented.

Establishment of assessment and resource centres

a) Assessment and resource service

26. After the first seminar on educational assessment the participants were expected to establish assessment and resource services at eight centres, two in the southern education zone and one in each of the other six zones. The schools initially identified to be assessment and resource centres were Uhuru Primary School (Eastern Zone), Buigiri School for the Blind (Central), Furaha School for the Blind (Western), Mugeza School for the Deaf (Lake), Mwanga School for the Deaf (Northern), Katumba II Primary School Unit for the Blind (Southern Highlands) and Masasi School for the Blind (Southern Zone). Two centres were planned for the southern zone due to transport problems.

27. However, some educational zones were not represented at the seminar. These were Western and Southern Highlands. The selection of participants was also such that, except for Dar-es-Salaam, no two teachers came from the same or neighbouring schools. Since transfers take long to implement, and indeed have to await the new financial year in July, the establishment of assessment centres had to be reorganized. Each school where a teacher had attended the seminar became an assessment centre. The nurses conducted assessment at the clinics organized by the regional hospital. Ten centres were, therefore, set up after the first seminar.

28. Reports from assessment centres presented at the second seminar on assessment revealed that:

a) Ten centres started operating between January and February 1987 with varying degrees of effectiveness.

b) A total of 92 handicapped children had been identified by the time the teachers and nurses were coming for the second seminar; seven of these children were placed in ordinary schools, 65 were placed in special schools while the remaining 20 children were put on waiting lists of special schools.

c) The reports revealed a tendency for the assessment teachers to identify children with the disability related to their schools - schools for the blind identified more blind children and schools for the deaf and the mentally handicapped, deaf and mentally handicapped respectively.

d) Some centres had formed assessment teams while others had not.

e) Nurses who participated in the first seminar showed great interest in the assessment service and had assessed and placed three mildly mentally handicapped children in ordinary schools and one child possibly severely handicapped in a special school for the mentally handicapped. They operated from the Maternal Child Health (MCH) Clinic of the Arusha Municipal Council and the Arusha Regional Hospital.

29. During the second seminar, a teacher from the Western Educational Zone attended. He was expected to start assessment at his school upon return. This brings the number of assessment and resource centres established to eleven.

b) Construction

30. The assessment work described above has been carried out using existing facilities within the identified schools. The consultant engaged to advise on the establishment of educational assessment and resource centres in Tanzania recommended that the construction of the centres should be deferred to allow time for the assessment service to be firmly founded. She feared that the locations now identified may prove unsuitable and the centres may have to move from one school to another. This recommendation, notwithstanding, construction of the centres has been made impossible by the limitation of funds.

Establishment of units for the deaf in ordinary schools

31. Teachers were prepared for these units at the seminar for teachers of the deaf, 19-31 January 1987. Four ordinary schools have been identified for this purpose. However, the renovation of buildings for the units has not been completed at one school and not done at all at three others because of lack of funds. As a result deaf children have not been selected for these units.

Equipment and materials

32. Each of the assessment and resource centres was supplied with screening test materials (a small tarpaulin bag containing test items). These materials were used during the training seminars as well. In addition, eight portable screening audiometers (for hearing) have been ordered. For units for the deaf, 115 body worn hearing aids have also been ordered, with the necessary spare parts.

III. EVALUATION

33. The plan of operation for the mini project was followed as closely as practicable. Inflation, shortage of fuel and the administrative structure have militated against the step-by-step implementation of the project on the establishment of educational assessment and resource centres and units for deaf children in ordinary schools in Tanzania.

34. The time allocated for the implementation of the project, October 1986 - May 1987 (seven months), was too short for all the activities expected to be carried out at an assessment centre to be initiated. Only assessment of handicapped children was started. Other expected functions which should develop as the work progresses:

i) Guidance of parents with handicapped children (family support),
ii) Running of courses for parents of handicapped children,
iii) Production of mobility and teaching/learning aids,
iv) Provision of peripatetic services.

These activities, especially ii-iv, require allocation of necessary funds as part of the running cost of the centre.

35. The factors which have affected the establishment of units have already been pointed out. These are mainly financial. Despite the above, a great deal has been achieved. Training has been implemented as planned, the assessment service has been started and equipment is being procured.

IV. RECOMMENDATIONS

36. The national project for establishing assessment and referral services is a worthwhile one. Efforts should be made to strengthen the centres started by this pilot scheme by:

a) increasing the number of assessment teachers at these centres and providing the necessary follow-up support so that the centres will carry out their full functions;

b) opening units for handicapped children or fully integrating them at ordinary schools, near the existing centres to start with;

c) providing funds for the centres to carry out their designated functions, and

d) constructing the necessary buildings for the assessment services.

ANNEX I

LIST OF CONSULTANTS

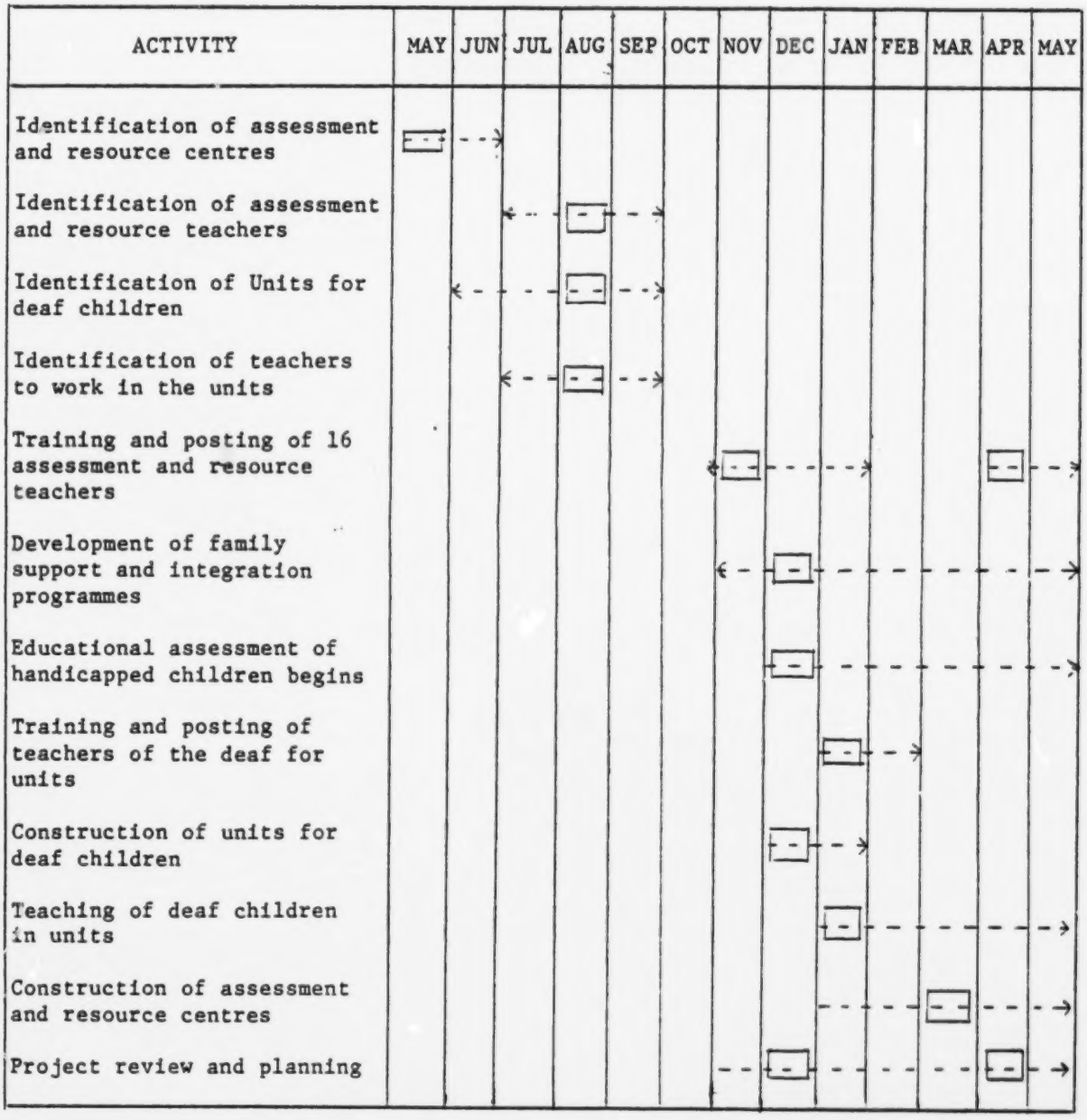
NAME	Country of origin	Country of residence	Duration of contract
Unesco			
Mrs. K. Kristensen	Denmark	Kenya	28 October - 15 November 1986
Mrs. I. Rothenborg	Denmark	Kenya	19 - 31 January 1987
Miss R. Wabuge	Kenya	Kenya	31 October - 15 November 1986
Mr. E. N. Afedo	Denmark	Kenya	30 March - 10 April 1987
Local Consultants			
Dr. B. M. Minja	Tanzania	Tanzania	31 October - 15 November 1986
Miss M. Kessy	Tanzania	Tanzania	same as above
Mr. C. B. B. Mkaali	Tanzania	Tanzania	19 - 31 January 1987
Mr. E. Mtaita	Tanzania	Tanzania	same as above
Dr. W. Matuja	Tanzania	Tanzania	30 March - 10 April 1986
Dr. Ali Mzige	Tanzania	Tanzania	same as above

ANNEX II

COUNTRY PROJECT

ESTABLISHMENT OF EDUCATIONAL ASSESSMENT AND RESOURCE CENTRES AND UNITS FOR DEAF CHILDREN IN TANZANIA

IMPLEMENTATION PLAN



ANNEX III

LIST OF EQUIPMENT

	Quantity
- Hearing aid P 15 complete with earphones and case	115
- Chargeable battery	400
- Charger	50
- Set of spare parts	1
- Portable audiometer complete including case, power pack	8
- Set of spare parts	1